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ABSTRACT

Australia's first national strategy for vocational education and training (VET), "Towards a Skilled Australia," was formulated in 1994. Within the theme of improved accessibility, the strategy identifies the following groups as disadvantaged in VET: women, Aboriginal and Torres Strait Islander people, disabled people, people of a non-English speaking background, people in remote and rural areas, people without adequate English language and literacy levels, and unemployed people. It was determined that the national strategy would be redeveloped in 1996 to allow for developments in VET and the following issues: progress to date in access and equity; emerging issues and populations; key features of the national VET system; existing VET planning processes; standards and curriculum; delivery; information and communication; student support; cultural shifts; successful ventures; and future strategies. Fifty questions pertaining to these issues have been identified that will be considered at Australia-wide consultations designed to refine those provisions of Australia's national strategy for VET that are related to access and equity and improve access and equity for those groups identified as educationally disadvantaged. (Appended are key findings of a baseline VET participation analysis and a summary of progress on relevant measures contained in Australia's 1994 national strategy.) (MN)

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AN APPROACH TO ACHIEVING ACCESS and EQUITY in VOCATIONAL EDUCATION AND TRAINING:

ISSUES PAPER

AUSTRALIAN
NATIONAL TRAINING
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Issues Paper
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This Issues Paper was prepared by a Steering Committee overseeing a project to develop an approach to access and equity for incorporation into the next National Strategy for Vocational Education and Training.

The Steering Committee is chaired by Dr Gregor Ramsey, Chair of the ANTA Research Advisory Council, and comprises representatives of ANTA's peak client group consultative organisations, industry, the Commonwealth, States and Territories and ANTA.

Further copies of this Issues Paper may be obtained from ANTA by telephoning 13 26 16 or 07 3246 2300.

1. Background

1.1 The purpose of this paper is to raise issues and provoke discussion as a basis for consultation on considering strategies and approaches to achieving access and equity in vocational education and training (VET) as part of the re-development of the National Strategy for Vocational Education and Training.

The first National Strategy

1.2 In 1994, the ANTA Ministerial Council agreed to the first *National Strategy for Vocational Education and Training*, entitled *Towards a Skilled Australia*. The Strategy covers VET provided by schools, TAFE institutions, private providers and industry, both on and off-the-job. It is a blueprint for the development of structured, accredited training which leads us towards the achievement of key participation and qualifications targets in VET, as identified in the Finn Report, *Young People's Participation in Post-Compulsory Education and Training* (1991) and accepted by Commonwealth, State and Territory governments in 1992.

1.3 The current National Strategy sets out a series of specific strategies built around four key themes:

- greater responsiveness;
- enhanced quality;
- improved accessibility; and
- increased efficiency.

1.4 Within the theme of "improved accessibility" the Strategy identifies people from the following groups in our community as being disadvantaged in VET, viz:

- women
- Aboriginal and Torres Strait Islander people
- people with a disability
- people of non-English speaking background
- people in remote and rural areas
- people without adequate English language and literacy levels
- unemployed people.

There is added complexity when an individual belongs to more than one of the above groups.

Re-developing the National Strategy

1.5 During 1996, the National Strategy forVocational Education and Training will be re-developed to take account of developments in VET and broader, related areas, since the first National Strategy was released in 1994. The aim of the re-developed National Strategy, which will apply for 1997 to 2000, is to set out a clear position on the goals to be achieved in VET, the characteristics of the system which will deliver on these goals and the means of evaluating whether the goals are actually achieved over time.

2. Progress to Date in Access and Equity

2.1 Providing 'access and equity' for particular groups in our community is an important element of social justice. In VET, considerable inroads have been made in the area of access: overt discrimination has been challenged; training providers, employers and the community generally are more aware of the 'differences' between individuals and groups from diverse cultural and linguistic backgrounds; and support programs have been put in place.

2.2 So far, achievements have largely been confined to increasing access to VET by a wider range of people to the existing structures or institutions and to a relatively homogenous product. This is an important first step. We must also look at how successful outcomes from training can be achieved by all VET students - in other words, how equity can be achieved. This requires a much greater focus on the heterogeneity of the fit between the product, the needs of industry and the needs of individual students of VET.

2.3 In order to achieve the 'Finn targets'(mentioned in paragraph 1.2 above) and to lift the skill levels of the Australian population, making VET an attractive and viable option for all Australians is imperative. Yet a significant proportion of the population - particularly women, Aboriginal and Torres Strait Islander people, people from a non-English speaking background, people with a disability, and people living in rural and remote areas - are, by and large, not getting an equitable deal from the training currently being provided.

2.4 ANTA has undertaken an analysis of labour market and VET participation which shows that members of these individual client groups do not participate equally in all sectors of the workforce or in all levels of VET. While their participation in VET may be close to, or even exceed, their population share in the community (ie. they are accessing VET), they also share several common characteristics in terms of the outcomes of their training, viz:

- over-represented in VET courses or modules which are basic preparatory or non-vocational courses;
- under-represented in the workforce;
- over-represented in the lower skilled areas of the workforce;
- less opportunity for training on-the-job;
- over-represented in the long-term unemployed; and
- under-represented in higher-level vocational courses and management positions.

2.5 Some of the key findings for each of the client groups are included in *Appendix 1*. Data cited is from the Australian Bureau of Statistics and the National Centre for Vocational Education Research.

2.6 Progress on implementation of the relevant measures contained in the 1994 National Strategy are contained in *Appendix 2*.

Questions

- Is "improved accessibility" still a relevant theme for 1997-2000?
- Is intervention necessary at all? Is an access and equity program or policy relevant?
- Where should the major effort be - between the client groups and within each group?
- Should specific access and equity targets be used and, if so, should they be industry-based or training provider-based?
- What should the focus be of access and equity policy and programs?
  - For example, is an objective such as increasing female participation in non-traditional trades a priority compared with increasing participation into, and improving career paths through training opportunities in, knowledge-based, and other feminised, industries?

3. Emerging Issues/Populations

3.1 In developing approaches for targeting specific populations, we need also to be aware that changes in social policy, community expectations and demographics can lead to the emergence of new issues or identification of population. We are already seeing increasing attention being given by government and the community generally to:

- males, particularly young men and boys in the senior years of schooling; in the high suicide risk group; at risk of incarceration and Aboriginal and Torres Strait Islander men;
- people with a psychiatric disability;
- prisoners;
- mature age workers faced with retrenchment due to structural changes in industry;
- refugees from a variety of ethnic backgrounds; and
- the homeless.

Questions

- What are the implications of emerging populations for developing a VET system which is responsive to the needs of all clients?
- Should VET have a role at the forefront of social policy developments rather than being reactive to such changes in the policy environment?

4. Key Features of the National Vocational Education and Training System

4.1 The key features which make up our national VET system, ie.

- competency standards
- curriculum
- assessment
- recognition of prior learning
- accreditation and recognition of training

should be culturally, linguistically and socially inclusive of all Australians. This involves looking at the:

- policy
- planning
- funding and administration, and
- delivery

of VET in an environment which is characterised by increasing pressures for an open and competitive training market and which is responsive to, and driven by, industry needs.

Questions

- Do we need specific measures to identify needs, strategies and performance in addressing the needs of client groups?
- Are current structures adequate?
- What effect might changing structures to accommodate particular needs have on selection procedures, course content and procedures and assessment techniques?
- Is there an over-emphasis on VET qualifications and structured, accredited training - as opposed to informal in-house training which is job or enterprise specific?
- How do we make recognition of prior learning work?
- What is the cost and who pays?

5. Planning

5.1 Planning for the VET system occurs at a national, State/Territory and local level and involves the full range of stakeholders including ANTA, the State and Territory Training Authorities, industry training advisory bodies, both national and state, enterprises, individual TAFE institutions and other providers.

5.2 The State and Territory Training profiles outline the initiatives States and Territories intend to undertake to achieve the outcomes of the National Strategy. They provide a comprehensive plan for the provision and support of VET for the immediate year ahead, as well as indicative estimates for the following two years and are developed after extensive consultation with ITABs, industry and community organisations.

5.3 The national ITAB VET plans are the primary source of advice from industry on training needs. Each national ITAB is required to submit an industry VET plan to ANTA which is then used in negotiations with States and Territories for the State Training Profiles. The current plans cover the years 1995-97.

Questions

- Is this planning process working for access and equity client groups?
  - to what extent are the views of client groups being taken into account in the planning process?
- How can the planning process be improved?
- What are the other planning mechanisms that need to be used?
- How can the current planning and resourcing mechanisms be used to encourage and support inclusive delivery of VET services?

6. Standards and curriculum

6.1 Along with the other elements outlined in paragraph 4.1, competency standards and curriculum are two of the key features of the national VET system which are designed to remove barriers to participation in training and lead to successful employment outcomes.

6.2 Responsibility for these developments resides at all levels of the system and includes the Standards and Curriculum Council of ANTA, State and Territory Training Authorities, and ITABs which are being given specific responsibilities for the development of competencies within their industries.

Questions

- Are existing competency standards and curriculum not relevant to some client groups?
- How can they become more relevant?
- Can standards and curriculum be customised to reflect the specific needs of client groups? How can this be balanced with customisation to reflect industry and enterprise needs?
- To what extent do assessment and recognition of prior learning have an impact on client groups?
- What are some examples of 'good' standards and curriculum and why are they good?
- Is there a need for staff development and training in respect of competency standards and curriculum development?

7. Delivery

7.1 Delivery of VET occurs through TAFE institutions, private providers, schools, community organisations, Group Training Companies and on-the-job through industry.

7.2 It is at the delivery level that issues of flexibility and responsiveness to the needs of individual clients are most obvious. This requires the ability of providers to identify those needs and to have the resources and the 'know how' to address those needs effectively.

Questions

- How are the delivery needs of individual client groups best identified?
- What are the features of the workplace or the training provider that gets it 'right'?
- What are the costs associated with the provision of training to different client groups?
- What knowledge and support is needed for those delivering training - regardless of the setting?
- How do developments such as efficiency measures and opening up of the training market help or hinder people from client groups?

8. Information and communication

8.1 Provision of information about VET that is accessible and relevant to individual circumstances and needs is a key to enhanced participation. The key questions here are what kind of information do people need and how and by whom should it be communicated.

8.2 In a Bureau of Immigration and Population Research report of 1991, workers of non-English speaking background said that even if they did have the opportunity for training, they often did not bother taking it up because they could not see the benefit of it. This suggests that the information that people need, and that some Australians are not getting, relates to why VET is of value.

8.3 While in some cases, a lack of information and knowledge about the benefits of training is the issue, in others it is not. The value of training may be well understood but there can be a difficulty in finding out about the choices available, and how to access training that is personally relevant.

Questions

- What are the real information and communication barriers?
- How can the information/communications channels most beneficial to the individual client groups be identified and used?
- What is the most appropriate way of communicating the benefits of training?
- What is the role of staff development in information and communication?

9. Student support

9.1 A critical factor in determining whether some students will complete their courses and will attain successful outcomes is the level of support they receive once they are enrolled.

9.2 For many students, what makes the greatest difference in terms of successful outcomes, is the encouragement and moral support provided by employers, teachers and other students. Much of training is built on a personal relationship between student and teacher, and many accommodations to students' individual needs can be made by a teacher who has both the will and the resources. The issue of staff development at all levels, but particularly at the immediate delivery level, is therefore very important.

9.3 Depending on the individual circumstances of the student, there may also be a need for quite specific supports in the classroom or in the workplace. The kind of support required may include access to customised programs and support personnel, and assistance with finances, accommodation, transport, health and employment services. This points to two key issues.

- the first is the need for acknowledgment at a planning and delivery level, that successful outcomes for some students will require an increased investment of resources. The issue of who provides these resources and how they are managed is one which needs to be resolved.
- the second is the need to recognise that disadvantage is rarely confined to one system or one aspect of an individual's life. For some students, successful outcomes from VET may be contingent on external social and economic factors such as whether they can afford childcare or whether they have access to reliable transport. The challenge which this presents for both planners and deliverers of training, is to become much more comfortable and strategic in working across sectors and establishing inter-agency linkages.

Questions

- Who is responsible for providing support services to students?
- What should be done at a planning level and at a delivery level to identify students' support needs?
- How do we plan for the provision of support services into the future?
- What are the staff development requirements associated with providing support?
- What happens when students move from an off-the-job training environment to on-the-job?
  - Do employers need to provide support services also?
  - Is a 'support'/mentoring network needed for employers?
  - Is such a network needed for employees?

10. Cultural shifts

10.1 As part of increasing the skill levels of all Australians, there are also attitudinal issues to face for some people both within industry and within the VET system. Stimulating the cultural shift that is required for VET to be inclusive of diversity will need to occur through education and it will also need to occur through a change in the profile of our decision-makers.

10.2 Attitudinal change is occurring where management within industry recognise the benefits of capitalising on the talents that come with a diverse workforce. Given that there are more than 400,000 frontline managers in Australia altogether and around 180,000 of them are without formal training for their role, there is considerable opportunity for the VET system to contribute to the cultural shift that is required.

10.3 Management within the VET system also needs to change as part of the cultural shift that is required. As an example of initiatives in this area, in 1995 ANTA advised ITABs of the requirement to develop strategies and to set incremental targets to achieve an objective of equal gender representation on the boards of ITABs over the next five years.

10.4 Achieving a cultural shift is not, of course, something the VET sector can solve on its own but the sector can focus itself to be at the forefront of adapting to take into account the views and expectations in the Australian community. This is critical to the work associated with implementation of the frontline management initiative.

Questions

- To what extent are attitudinal issues still a problem? Are discrimination or discriminatory practices less obvious than previously?
- What can be done to assist cultural change in workplaces and within the VET system?
- Should targets on gender representation on ITAB boards be extended in respect of ethno-cultural representation also?

11. Successful Ventures

11.1 There are already many enterprises, group training companies, ITABs and training providers that are responding well to the needs of individual client groups, both as employers and as providers of training. Some of the characteristics which appear to distinguish these organisations from those which have not embraced the needs of a diverse population are:

- strategic and innovative leadership with a flexible 'can do' approach to management;
- capitalisation on the value which diversity brings to an organisation;
- an understanding of the issues and a preparedness to seek out and act on solutions; and
- the sharing of information and existence of strong communication links both within and outside the organisation.

11.2 Identifying where inclusive practice has worked and equally importantly, where it has not worked and why, will be important to the development of strategies which are relevant to the different types of organisation which need to adopt inclusive practice for structural change to occur.

Questions

- What are the characteristics of companies, training providers, and staff and students where there have been successful training outcomes?
- How can we use examples of success to encourage others?
- Should these 'success characteristics' be incorporated into key planning requirements for the national VET system?

12. Future Strategies

12.1 The long term goal is to see all Australians participating in and reaping the socio-economic rewards of VET. It is apparent that, currently, most Australians do not attain these rewards.

12.2 Based on all the work that has gone before, and the success stories already in the systems needs to develop strategies to achieve access and equity into the future.

Questions

- What should realistically be achieved in the period of the next National Strategy for Vocational Education and Training, ie. 1997 to 2000?
- How do we increase
  - the provision of training through TAFE systems, private providers and industry and
  - the demand for training which comes from the individual clients themselves and the industries which employ them?
- How can the national VET system be made more flexible to enable training providers to respond to individual needs at the delivery level?
- How do we shift participation and outcomes into industries and for occupations where there is currently little structured training available and in the industries of the future?
  - is getting the 'balance' right between demand for skills and the supply of skilled labour an appropriate or relevant objective?
  - is it enough that vocational training provides skills for 'employability'?
- Should we be looking more broadly at a 'national skill pool'?
- How do we make the national VET sector more accountable for its performance in access and equity?
  - Profiles, Best Practice Measures, Industry VET Plans?
- Is access and equity an inherent policy tension with other developments in VET? How can this be overcome?

13. The Next Step

13.1 Following Australia-wide consultations in April/May 1996, the Steering Committee overseeing development of this access and equity project will:

- present a draft paper for consultation at the ANTA National Conference in Adelaide from 3-5 July; and
- subsequent to the Conference, prepare advice to the ANTA Board for incorporation into the draft of the next National Strategy for Vocational Education and Training.

13.2 Consultation on the National Strategy will take place in August/September 1996. If you are interested in being a part of these consultations, please fax your details to ANTA on 07 3221 4826.

13.3 If you are interested in information about the ANTA National Conference, please contact Conference Management on 08 363 4399.

National Strategy Consultations
August/September 1996
Fax to: 07 3221 4826

❑ Yes, I would like to be included in the National Strategy consultations later in the year.

My preferred location is: .....

❑ No, I cannot attend consultations, but I would like to receive a copy of the draft National Strategy to provide written comment.

Name: .....

Position: .....

Organisation: .....

Address: .....

.....

..... **Postcode** .....

Fax Number: ..... **'Phone No.:** .....

KEY FINDINGS OF BASELINE VET PARTICIPATION ANALYSIS

Women

1. While women comprise just over 50 percent of the entire population, in 1995 they made up 43 percent of the total workforce and only 33 per cent of full-time employees. The average weekly income for women was $223 less than for their male counterparts. In addition, full-time female employees earned on average only 79 percent of the equivalent male wage.

2. In 1995, 55 percent of all women were employed as clerks, sales, and personal service workers, while only four per cent worked as tradespersons, and two percent as machine operators.

3. In 1995, around 62 percent of women in the 15 to 64 age cohort still had no post school qualifications, compared with just 52 percent of men of the same age and only 21 percent of women held a vocational education and training qualification, compared with 33 percent of men. Attainment for female VET graduates is heavily skewed towards the lower skill level of basic vocational courses (statement of attainment) and away from skilled vocational (certificate level) courses.

4. Between 1989 and 1994, female participation in TAFE declined from 47.1 per cent to 45.8 per cent. This decline has been attributed to young women taking up higher education opportunities. However, if we look at the age group 15 to 24, there was actually an increase in female participation in TAFE although from a very low base. Where the decline in female participation in TAFE occurred was in the 25 to 64 age group.

5. Significantly, women's participation within TAFE has continued to fall in relative terms in the preparatory, skilled and trades areas of vocational training, that is, in training which is structured or accredited.

6. In May 1995, almost 80 per cent of male TAFE graduates were employed compared with 67 per cent of female graduates. TAFE graduates employed on a full-time basis were predominantly male and those employed on a part-time basis were predominantly female.

7. Attention needs to focus on how we shift women's participation into the industries of the future, such as the knowledge-based industries, and into areas of employment where women can contribute more to those areas of greatest influence over the shape of our nation - such as business, fiance, education and government.

Aboriginal and Torres Strait Islander peoples

1. Most indicators, including education, employment and training statistics, show that Australia's Indigenous peoples are the most socially and economically disadvantaged of any identifiable group of Australians.

2. In 1994, for the 1.7 per cent of Australians who were Aboriginal people and Torres Strait Islanders, unemployment was almost three times higher than for the non-indigenous population and for those who were employed, most were in unskilled and semi-skilled occupations.

3. The poor position which Aboriginal and Torres Strait Islander peoples occupy in the labour market is reflected in significantly lower incomes than for non-indigenous Australians with 64 per cent having an annual income of under $12,000 compared with 45 per cent for the rest of the population.

4. In 1994, 2.6 per cent of the TAFE population identified as being Aboriginal or Torres Strait Islander. The prevalence of Aboriginal and Torres Strait Islander students within the younger age groups (between 15 and 17 years of age) suggests that this level of participation was in part due to low levels of retention in the school system (42 per cent of indigenous people leave school before the age of 16).

5. While relative to population share, the participation rate for Aboriginal and Torres Strait Islander peoples in TAFE is high, this should be expected in view of the skewed aged distribution for indigenous people towards the younger age groups. In fact, almost 50 per cent of Aboriginal and Torres Strait Islander peoples are under the age of 20 (compared with 29 per cent of non-indigenous people) which we should expect to translate into considerably higher demand for training from Aboriginal and Torres Strait Islander peoples in the future.

6. Where Aboriginal and Torres Strait Islander peoples are in TAFE, their participation is predominantly at the lower skill levels with 48 per cent enrolled within preparatory level courses compared with 20 per cent of non-indigenous students.

7. In addition, rates of completion for Aboriginal and Torres Strait Islander peoples are significantly lower than for non-indigenous people and there is considerable need for catch up in educational attainment with less than 20 percent in 1994 having attained a post-school qualification compared with 42 per cent for the non-indigenous population.

8. Additional consideration needs to be given to the double disadvantage faced by Aboriginal and Torres Strait Islander women. This double disadvantage is reflected in lower levels of educational attainment and labour force participation than their male counterparts.

9. The development of literacy and numeracy skills will continue to be a major priority for many indigenous clients. In addition, an increase in the number of Aboriginal and Torres Strait Islander peoples in technical, para-professional and professional trades is essential. All of this must be achieved in line with the principles of self-determination.

People with a disability

1. Eighteen per cent of the Australian population have a sensory, physical, intellectual or psychiatric disability. For most of these people, (78.7 per cent), their disability is accompanied by a handicap which effects their performance on certain tasks.

2. While people with a disability but without a handicap do not appear to be disadvantaged in the labour market, for those who do have a handicap, 21.0 per cent are unemployed, which is twice the overall rate. More than half of people with a handicap are not in the labour force compared with less than a quarter of the rest of the population.

3. If we look at the current participation of people with a disability in training we find that in 1994 there were over 35,000 people identifying with a disability, enrolled in a TAFE or adult education course which represented just 4.3 per cent of the student population. Most enrolments for students with a disability were in educational preparation, basic education and basic employment skills.

4. In descending order of frequency, the types of disability reported by those students in TAFE who identified as having a disability were physical, visual, other, intellectual, hearing and chronic illness.

5. For people with a disability it will be important to not only significantly improve participation in vocational education and training but also to look at how we recognise the training already being accessed through special education and labour market programs, and how we tie in training to future employment opportunities.

Non-English speaking background people

1. People from a non-English speaking background are a very diverse group with wide differences in the labour market and in vocational education and training participation and attainment. For this reason, when measured as a group, the very poor outcomes for some members of the population can be hidden by the statistics. The aggregate statistics for people from a non-English speaking background indicate that this group is significantly disadvantaged.

2. In 1994, the 13.4 per cent of the Australian population who were born in a non-English speaking country represented only 12.9 per cent of the workforce and had an unemployment rate around 60 per cent higher than for people born in Australia or from an English-speaking country.

3. Non-English speaking background people have more than twice the rate of long-term unemployment compared with people born in Australia. According to 1994 ABS Statistics, this is even more pronounced for those arriving after 1991 with 45 per cent being unemployed, and almost 18 per cent long-term unemployed

4. Furthermore, the 12.9 per cent of the Australian labour force who are from a non-English speaking country are commonly under-employed (employed in unskilled and semi-skilled professions regardless of their skill and experience level prior to coming to Australia).

5. Women of non-English speaking background make up a majority of part-time and casual employees in occupations often characterised by low skills, job uncertainty, few opportunities for training and limited career prospects.

6. In 1993 only 35 per cent of people born in non-English speaking countries undertook study or training courses compared with an estimated 50 percent of other Australians. Within VET, people from non-English speaking backgrounds were substantially over represented in the lower skill level preparatory courses and under represented in operatives, trades and skilled levels of study.

7. The 1995 study on higher education participation rates has found significant differences between language groups in gaining access to university suggesting that care needs to be taken to not treat people from a non-English speaking background as a homogenous group. Chinese, Vietnamese, Korean and eastern European language groups were twice as likely as people from English speaking backgrounds to be studying at university. Where there were relatively poor participation rates was for the larger non-English speaking groups such as Greek and Italian, who tended to have lived in Australia for more than ten years.

8. Despite the higher education participation rate figures for the more recently arrived language groups, there is an issue for those who arrive as adults. In 1993, 40 per cent of migrants with post-school qualifications did not have their qualification recognised in Australia.

9. The development of a VET system that is inclusive for all Australians means taking account of the considerable diversity that exists in the non-English speaking background populations. Specific attention needs to be given to the most effective provision of English and a Second Language courses and to the processes for recognising and upgrading existing skills.

People from rural and remote areas

1. According to the 1991 ABS population census, 26 per cent of the population live in rural areas and 3.5 per cent live in remote areas of Australia.

2. While participation in TAFE is proportionate to representation in the Australian population, students from rural and remote areas are over-represented in the lower level certificate courses and under-represented in advanced certificate, associate diploma and diploma courses.

3. TAFE graduates from rural and remote areas are more likely to be unemployed or employed part-time and less likely to be employed full-time.

4. People from rural and remote areas are significantly more likely to need to relocate to pursue their studies. Of those who relocated, 47 per cent did so because the local TAFE did not offer the course they wanted and 26 per cent because there was no TAFE in the local area.

5. Improving the provision of VET for people in rural and remote areas of Australia, particularly provision of higher level courses, will require considerably more effort in the development of flexible modes of delivery and enhanced co-operation and co-ordination between States and between local service providers.

Appendix 2

Progress on Relevant Measures contained in the 1994 National Strategy

Theme 3: Improved Accessibility

THE ESTABLISHED WORKFORCE

1. **Major studies of industries with lower worker qualifications profiles are being undertaken and will be expanded.**

   - Studies of qualifications profiles have been completed in the following six industries: Agriculture Forestry and Fishing; Manufacturing - Food Beverages & Tobacco; Finance Property and Business Services; Wholesale & Retail Trade; Community Services & Health; Communications.

✓	*Implemented*
	In Progress
	Not Implemented

2. **Industry training plans developed by ITABs should pay explicit attention to the training needs of lower-skilled workers.**

   - The 1996 Industry VET Plans have addressed this issue. Of particular note were the VET Plans submitted by Light Manufacturing, Engineering and Related Services, Food Processing and Automotive.

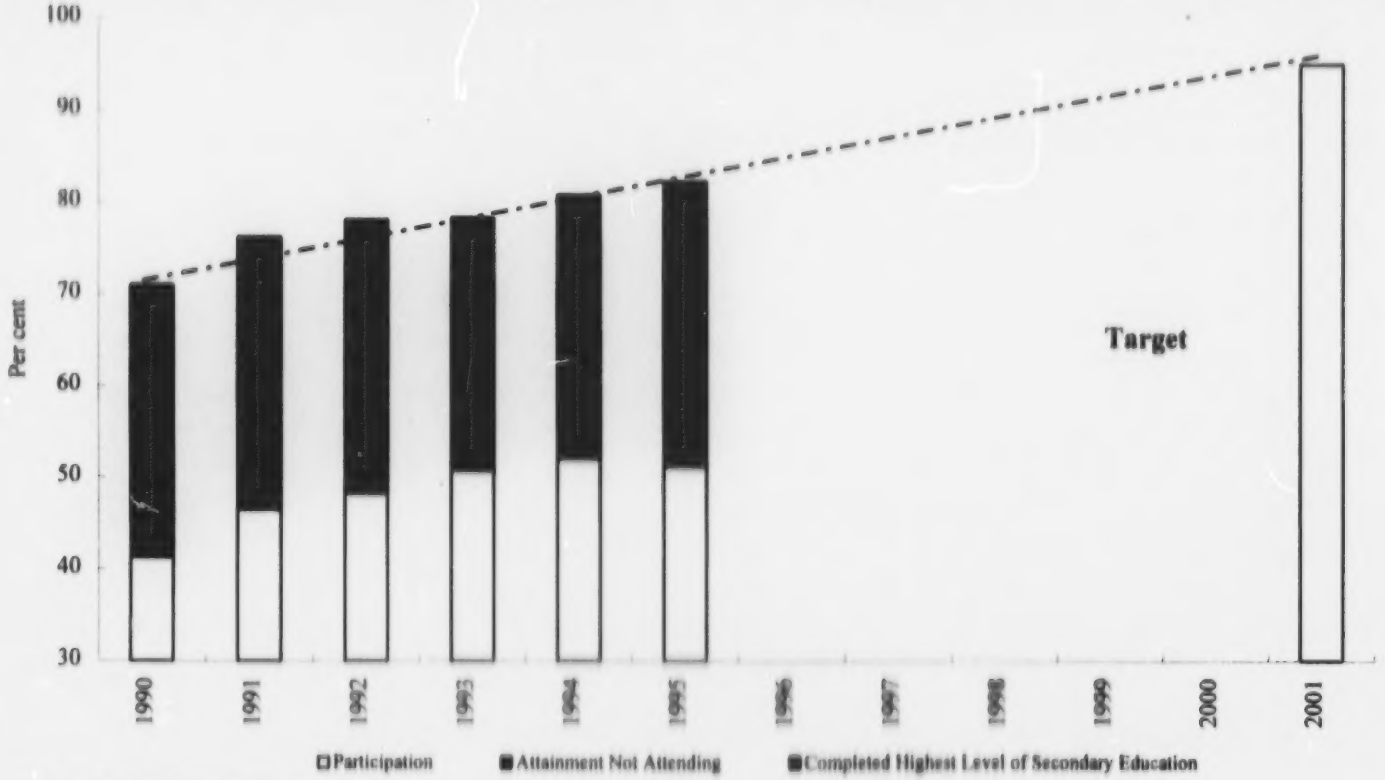
✓	*Implemented*
	In Progress
	Not Implemented

Theme 3: Improved Accessibility

YOUNG PEOPLE

1. **ANTA, in conjunction with Commonwealth, State and Territory governments will review and report on progress against the agreed youth participation targets.**

   ♦ Information on youth participation targets was provided to Ministers in November 1995 - *Directions and Resource Allocations For 1996*



✓	*Implemented*
	In Progress
	Not Implemented

Theme 3: Improved Accessibility

PEOPLE UNDER-REPRESENTED IN VOCATIONAL EDUCATION AND TRAINING

1. **Programs will be marketed in formats and languages that make them more accessible to people in the target groups.**

   - The NESB Ministerial Consultative Group advises that this strategy does not necessarily meet the needs of the client group. They were invited to develop an appropriate approach in May 1995 and again in October 1995 and March 1996.

	Implemented
	In Progress
✓	*Not Implemented*

2. **Public funds will be allocated to programs partly on their demonstrated ability to meet the needs of people in the target groups.**

   - Access and equity considerations are a key element of the Profiles and the Industry VET Plans.

✓	*Implemented*
	In Progress
	Not Implemented

3. **Vocational education and training programs will increasingly incorporate language, literacy and numeracy competencies.**

   - Being addressed by the Ministerial Taskforce on Key Competencies and the Standards and Curriculum Council.

	Implemented
✓	*In Progress*
	Not Implemented

4. **Curriculum will cater for cultural and gender diversity and for the differing abilities of clients.**

   - Being addressed by the Standards and Curriculum Council in consultation with ANTA's consultative forums.

	Implemented
✓	*In Progress*
	Not Implemented

PEOPLE UNDER-REPRESENTED IN VOCATIONAL EDUCATION AND TRAINING ..... Cont'd

5. **Organisations representing the target groups will be consulted about their training needs during vocational education and training planning processes.**

- ANTA has established consultative forums with the four key individual client groups: the interim Aboriginal and Torres Strait Islander Training Advisory Council, the VEET Women's Taskforce, the ANTA Disability Forum and the NESB Ministerial Consultative Group on VET.
- In 1995, ANTA developed priorities for the vocational education and training needs of each group and is implementing strategies, by way of demonstration projects, in 1996.

✓	*Implemented*
	In Progress
	Not Implemented

6. **Discrete English language, literacy and numeracy training will be made available for those with limited competencies.**

- The Workplace English Language and Literacy scheme is funded by the Commonwealth.

✓	*Implemented*
	In Progress
	Not Implemented

7. **Integrated Englished language and literacy training will be incorporated into vocational education and training programs.**

- This is being addressed by the Standards and Curriculum Council.

	Implemented
✓	*In Progress*
	Not Implemented

Theme 3: Improved Accessibility

PEOPLE UNDER-REPRESENTED IN VOCATIONAL EDUCATION AND TRAINING ..... Cont'd

8. **Approaches to achieving increased participation levels for disadvantaged persons will be facilitated through the agreement of targets between State and Territory training authorities and client representative bodies.**

- This approach has not yet been agreed with the States and Territories.
- However, ANTA is implementing a Equity Performance Measures Demonstration Strategy in 1996 which will have the same effect, in consultation with the four key consultative forums.

	Implemented
✓	*In Progress*
	Not Implemented

9. **Support services will take account of the specific needs of disadvantaged people, particularly those in the target groups.**

- The ANTA Disability Forum and the interim Aboriginal and Torres Strait Islander Peoples' Training Advisory Council are specifically addressing this issue with the support of ANTA.

✓	*Implemented*
	In Progress
	Not Implemented

10. **The needs of people in the target groups will be recognised in training design and delivery.**

- Being addressed through the Standards and Curriculum Council in consultation with ANTA's key consultative forums.

✓	*Implemented*
	In Progress
	Not Implemented

PEOPLE UNDER-REPRESENTED IN VOCATIONAL EDUCATION AND TRAINING ..... Cont'd

11. A national student services initiative will be developed to assist under-represented groups to access vocational education and training.

- A report was finalised in 1995 and has been considered by TAFE Chief Executives.

✓	*Implemented*
	In Progress
	Not Implemented

Theme 3: Improved Accessibility

WOMEN

1. **Women's organisations will be consulted about women's training needs during vocational education and training planning processes.**

   - This has been achieved through contact with the VEET Women's Taskforce, the Association of NESB Women, Disabled Women's International, Aboriginal and Torres Strait Islander womens' groups and community-based organisations delivering employment, education and training services to women.

✓	*Implemented*
	In Progress
	Not Implemented

2. **Additional training places will be offered to female new entrants, and to women in enterprises, industries and occupations where women have traditionally had limited opportunities to do training and programs leading to qualifications.**

   National monitoring systems will report progress towards achieving improvements in women's vocational education and training participation and outcomes.

   - While participation issues are being addressed through the Profiles, women's participation in TAFE declined from 47.1% in 1989 to 45.8% in 1994. This was due to a considerable fall in participation in TAFE for women in the 25 to 64 age group which was not offset by an increase in participation from women in the 15 to 24 age group. The decline in female participation occurred in preparatory, trades and skilled courses.

	Implemented
✓	*In Progress*
	Not Implemented

WOMEN ..... Cont'd

3. **Recognition of prior learning policies and practices will recognise the skills that women gain outside formal training, and throug labour market programs and preparatory courses.**

   ♦ ANTA is developing options for the funding of RPL arrangements for consideration by Ministers in 1996.

	Implemented
✓	*In Progress*
	Not Implemented

4. **Student support services will be sensitive to women's needs and will include expanded child-care options.**

   ♦ A review of child care arrangements in TAFE suggests that this is not necessarily the best option. This issue is still under consideration in consultation with the Commonwealth Department of Health and Family Services.

	Implemented
✓	*In Progress*
	Not Implemented

5. **A national pilot program will be completed in at least two industries to test options for improving women's access to vocational education and training at operative levels.**

   ♦ This program is complete and was tested in four industries. The results are currently being evaluated for possible extension.

✓	*Implemented*
	In Progress
	Not Implemented

Theme 3: Improved Accessibility

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE

1. **The participation rates and outcomes for Aboriginal and Torres Strait Islander people will be monitored.**

   - The participation of indigenous people in TAFE is higher than the population share but is to be expected in view of the skewed age distribution for indigenous people (with almost 50% being under 20 years compared with 29% of non-indigenous people), and also in view of the low retention rate in the schools system. Participation in TAFE by Aboriginal and Torres Strait Islander people is predominantly at the lower skill levels, with 48% enrolled in preparatory level courses compared with 20% of non-indigenous students.

	Implemented
✓	*In Progress*
	Not Implemented

2. **Pilots will be undertaken to give indigenous communities a 'user-choice' when determining providers for programs.**

   - The pilots are being funded in 1996.

✓	*Implemented*
	In Progress
	Not Implemented

3. **An Aboriginal and Torres Strait Islander people's training and advisory forum will be established to provide on-going advice to ANTA on the vocational education and training needs of indigenous people.**

   - An interim Training Advisory Council has been operating since December 1994. In 1995, the interim Council developed a consultation on the role, functions and membership of the Council and consulted widely on it.

	Implemented
✓	*In Progress*
	Not Implemented

Theme 3: Improved Accessibility

PEOPLE WITH DISABILITIES

1. **Flexible delivery will be encouraged for people with disabilities.**

   - Being addressed through the Flexible Delivery Taskforce. This is particularly important as participation in TAFE of this group is significantly lower than population share (4% compared with 18%). The ANTA Disability Forum will contribute advice on strategies for increasing participation across a range of areas (not just flexible delivery).

	Implemented
✓	*In Progress*
	Not Implemented